

2022-2023 TEI Teacher Guidebook

Teachers are the most important school-based factor in improving student achievement. The Teacher Excellence Initiative, or TEI, represents a thoughtful approach to measuring the impact teachers have on each student.

TEI defines and evaluates teacher excellence through three lenses—performance, student achievement and, student experience surveys—that encourage and reward excellence in the classroom and beyond.



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A FOCUS ON TEACHER EXCELLENCE

Dallas ISD is committed to improving the quality of instruction and placing an effective teacher in front of every child. Our efforts to transform Dallas ISD have focused on investing in our people and developing our human capital. Dallas ISD has fundamentally changed how we assess teacher effectiveness. Evaluations are tied to student achievement results and other key performance metrics. Compensation is also tied to overall effectiveness.

In Dallas ISD, we recognize the important role of teachers in raising student achievement results and building and sustaining a positive and supportive school culture. The Teacher Excellence Initiative (TEI), provides Dallas ISD an objective way to assess teacher effectiveness. The combination of multiple metrics, measured in various ways, presents a holistic view of a teacher's instructional performance in Dallas ISD.

Dallas ISD is leveraging the results of evaluations to transform our schools and improve student achievement. TEI evaluations are being used in various ways, from strategic staffing to offering professional learning that supports continual growth of quality instruction.

Dallas ISD transformed our teacher evaluation system to support the Board of Trustees' aggressive student achievement goals. TEI provides a fair, accurate, and rigorous way to identify and reward those making the biggest impact with our students. TEI also facilitates teacher growth and development as we seek to continually improve quality instruction.

What is TEI?

TEI is an integrated system for how Dallas ISD defines, supports, and rewards excellence.

- **Defining Excellence.** A vision for great teaching enabled us to establish clear expectations of quality instruction through a fair, accurate, and rigorous evaluation system. We have worked to ensure that all evaluation components are researched-based and rigorous.
- **Supporting Excellence.** A robust evaluation system provides us with specific data to differentiate professional learning opportunities tailored to each teacher's individual needs. In addition to the ongoing feedback that teachers receive as part of the evaluation system, we continue to expand professional learning opportunities for teachers at every stage of their career.
- **Rewarding Excellence.** Retaining effective teachers is essential to effective schools. We have designed a compensation system that rewards classroom teachers of all grades and content areas based on their overall effectiveness. Having a system that recognizes and rewards our best teachers improves the quality of instruction for all students in our schools.



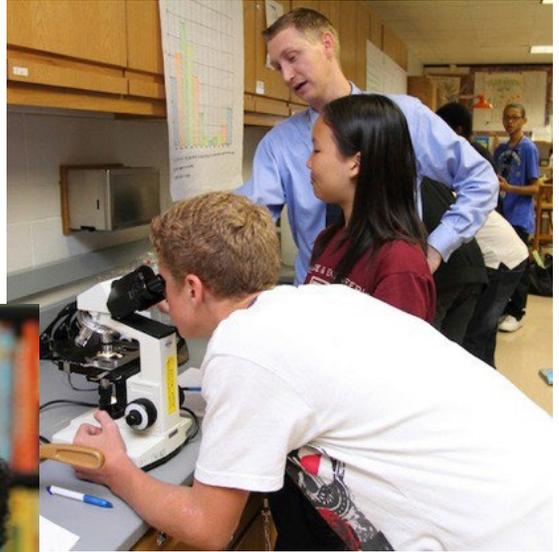
For further information, please visit: www.dallasisd.org/tei

To view related district policies and regulations, visit:

<http://pol.tasb.org/Policy/Code/361?filter=DNA> Contact us with questions at tei@dallasisd.org

DEFINING EXCELLENCE

How will I be evaluated?



What components will be part of a teacher’s evaluation?

The annual evaluation consists of three components for most teachers:

- (1) Teacher performance (rubric-based observations of practice)
- (2) Student achievement (student assessment results)
- (3) Student Experience (student survey results)

How do the evaluation components vary for different teachers?

Most teachers will be evaluated using all three components (teacher performance, student achievement, and student experience); however, in order to ensure all teachers receive a fair, accurate, and rigorous evaluation, adjustments are made for various teacher assignments. The table below summarizes the four TEI teacher categories and how their evaluation templates differ.

Teacher Category *	Teacher Performance	Student Achievement	Student Experience
Category A – Most <u>grade 3-12</u> teachers whose students take an ACP and/or STAAR	50%	35%	15%
Category B – Most <u>grade 1-2</u> teachers whose students take an NWEA MAP Growth Assessment	65%	35%	0%
Category C – Most <u>grade 3-12</u> teachers whose students do not take an ACP or STAAR but who are able to complete a student survey (e.g., CTE teachers, elementary specials)	65%	20%	15%
Category D – Any teacher whose students do not take an ACP, STAAR nor are eligible to complete a student survey (e.g., Pre-K/K teachers, teachers not-of-record such as SPED inclusion teachers, TAG teachers)	80%	20%	0%

* Please note that final assignment to a category is contingent on various system rules. For more information on this topic, see the TEI website resource section on [Student Achievement](#).

How and when does a teacher know their category each year?

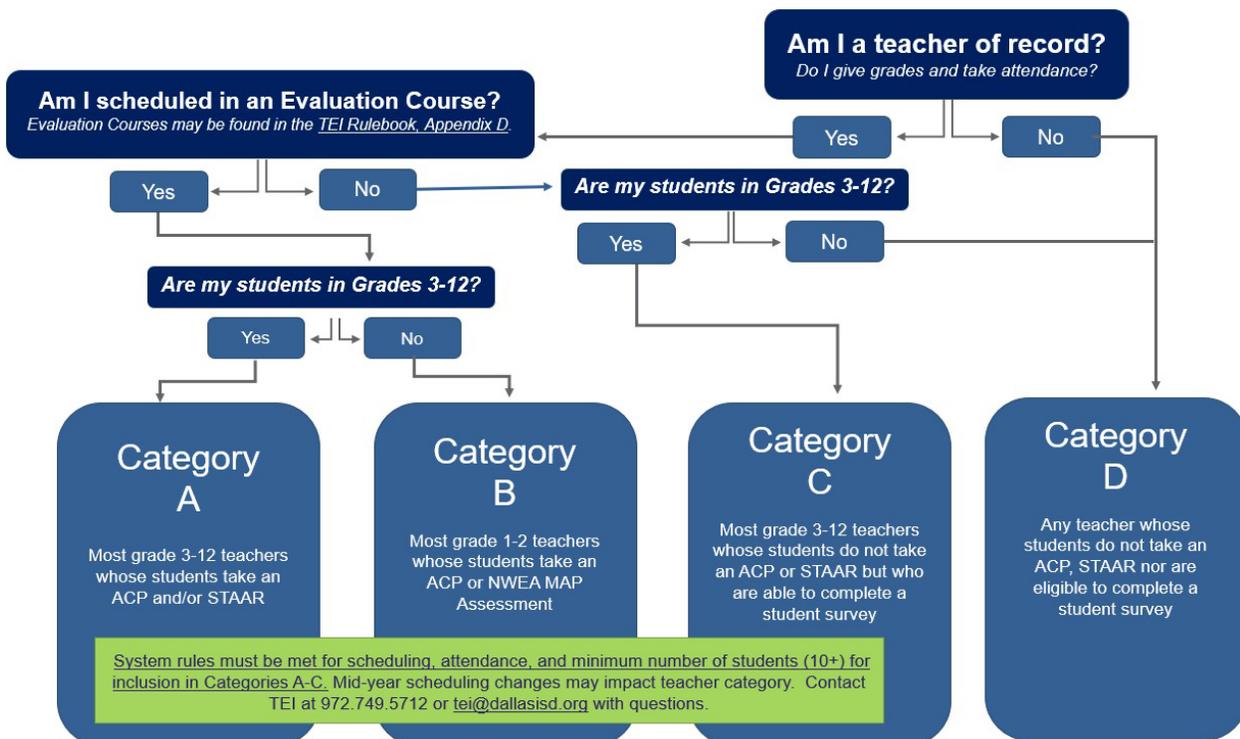
A teacher may estimate their TEI Category each year based on campus-level scheduling at the start of the school year. To be evaluated in Categories A and B, the teacher must be scheduled as a teacher of record (i.e. giving grades and attendance) in an evaluation course for a **minimum length of time** with a **minimum number** of students each year. It is important to note that a number of factors, such as student attendance or changes in teaching assignment, may impact the estimated category. Teachers are advised to contact TEI at 972.749.5712 or tei@dallasisd.org with any questions about their category.

Why might a teacher's category change from year to year?

A teacher's estimated category may change based on available student data from student scheduling records. Examples of anticipated category changes may include a change in teaching assignment at the semester, an extended leave of absence, or small class sizes (<10) that do not meet the minimum in TEI system rules. Teachers are advised to contact TEI at 972.749.5712 or tei@dallasisd.org with any questions about their category.

What tools are available to help a teacher know their category?

Please see the chart below or access the Category Estimation Tool, available in the Fall, on [My Data Portal](#).



How does a teacher know what assessments will be used in their template?

Student achievement templates for Category A and B teachers apply only to teachers of record. For a detailed list and explanation of the assessments included for the Student Achievement portion of each category, please review the [Student Achievement Templates](#) found on the TEI website resources page.

The remainder of the Defining Excellence section describes the above categories in more detail and will highlight differences between the four categories when applicable.

TEACHER PERFORMANCE

What is the Teacher Performance Rubric?

The Teacher Performance Rubric is Dallas ISD's definition of effective teaching and is the tool driving instructional performance and student achievement. The rubric provides a detailed explanation of essential teacher skills and actions, student behaviors, and performance levels. The rubric is comprised of 18 indicators of teacher practice across four domains.

Who developed the Teacher Performance Rubric?

In 2011, Dallas ISD teachers, administrators, and central instructional staff were convened to develop the rubric. A wide range of research and other teacher performance rubrics were reviewed to inform the design of a unique rubric for Dallas ISD. During the development process, the rubric was field-tested by principals and teachers in schools across the district.

Will the rubric continue to be revised over time?

The Teacher Performance Rubric is one component of TEI's model of continuous improvement and as such, the document undergoes periodic review and revision. Dallas ISD engages all relevant stakeholders such as teachers, principals, assistant principals, TEI campus experts, and teacher organizations to ensure the rubric prioritizes the highest leverage teaching skills through ongoing feedback, campus calibration walks, and data analysis.

How are the four domains assessed?

Domains are assessed based on evidence and data collected by the teacher and primary appraiser throughout the year. Evidence and data is comprised of classroom observations of in-person or virtual instruction, teacher and/or student artifacts, and other relevant professional practices.

Are some indicators weighted more than others?

While all Indicators are essential components of teaching, the eight indicators that comprise Domains 2 and 3 have been assigned greater weight. These are the primary indicators of instructional effectiveness, reflecting Dallas ISD's belief that effective instruction makes the most difference in student academic achievement.

How will the Teacher Performance Rubric be adapted for Virtual/Online learning?

Virtual learning is not the future of K-12 public education, it is the new normal. As educators navigate the what and how of online instruction, those responsible for assessing and growing teacher capacity must align their existing knowledge of classroom evaluations to a virtual platform. Because the Teacher Performance Rubric is a comprehensive document, developed to ensure relevance and adaptability in varied instructional forums, TEI will continue to use the rubric as the primary tool for teacher evaluation. However, to provide additional guidance to appraisers, TEI has partnered with School Leadership and Teaching and Learning to produce a supplemental resource, the Teacher Performance Rubric for Online Learning. The Online TPR Guidance Document will assist appraisers in applying their knowledge of teacher practice to the virtual medium.

TEACHER PERFORMANCE RUBRIC

Six components are foundational to all Domains and Indicators of the Teacher Performance Rubric. These are the anchors for teaching and learning collaborations undertaken by members of the Dallas Independent School District's instructional staff: *learner-focused, high expectations, comprehensive accountability, cultural responsiveness, maximized resources, and collaboration/growth.*

The four Domain statements and Indicators are shown below:

<p>DOMAIN 1 Our teachers are designing research-based, rigorous lessons for diverse student populations.</p> <ul style="list-style-type: none">1.1 Content Expertise1.2 Student Focused1.3 Assessment Design1.4 Lesson Resources1.5 Lesson Structure	<p>DOMAIN 2 Our teachers are developing and executing purposeful, highly effective, and rigorous instruction.</p> <ul style="list-style-type: none">2.1 Alignment2.2 Mastery2.3 Delivery2.4 Cognitive Demand2.5 Practice / Application
<p>DOMAIN 4 Our teachers are consummate reflective educators embracing a mindset of continuous improvement and accountability.</p> <ul style="list-style-type: none">4.1 Attendance4.2 Compliance4.3 Professional Learning4.4 Professional Partnerships4.5 Communication <p><i>May 2019 Revision</i></p>	<p>DOMAIN 3 Our teachers are building safe, supportive, and rigorous learning environments.</p> <ul style="list-style-type: none">3.1 Procedures and Systems3.2 Behavioral Expectations3.3 Climate and Culture

Spot Observations

What are spot observations?

A spot observation generally consists of a 10 to 15 minute class visit of in-person or virtual instruction by a certified appraiser (typically, a principal or assistant principal). While the minimum is 10 minutes, appraisers may observe longer to gain additional perspective. A spot observation focuses on the eight (8) Indicators from Domains 2 and 3.

How many spot observations will I receive in 2022-2023?

Teachers will receive **4 spot observations** in the 2022-2023 school year.

In circumstances in which teachers are at a school for less than a full year (e.g., leave of absence, mid-year hire), the teacher will receive a reduced, pro-rated minimum number of spot observations.

Spot observation processes will be evaluated annually with input from relevant stakeholders.

Who conducts spot observations in 2022-2023?

Each teacher will have a designated primary appraiser, who will usually be a principal or assistant principal at the teacher's school. Additional appraisers (principal or assistant principal) may conduct spot observations at the discretion of the primary appraiser. **All appraisers are required to hold TEI appraiser certification for the current year.** This includes System Knowledge, Rater Accuracy, and Field Observation components.

Spot observations from both the primary and any other certified appraisers count toward the required number of spot observations for a teacher. In cases where there is more than one appraiser, the primary appraiser must conduct at least half of the required number of spot observations each semester for the teachers assigned.



Will I receive feedback on spot observations?

One of the primary purposes of spot observations is to provide teachers with frequent feedback to support growth. As a result, teachers will receive written feedback within two working days from the appraiser that conducted the spot observation. Face-to-face feedback conversations are also recommended but not required.

Are there black-out dates for spot observations?

No. Appraisers are encouraged to establish an observation cycle to support teachers' growth and fit the needs of the campus.

Extended Observations

What is an extended observation?

All teachers receive at least one extended observation, which consists of an unscheduled observation of in-person or virtual instruction of at least 45 minutes, or one complete lesson if less than 45 minutes. The observation must be a single continuous observation and cannot be divided into two or more observations that total 45 minutes. The appraiser will provide a 10-working day window in which this observation will occur. All Indicators in Domains 2 and 3 are rated and scored for the extended observation.

Who conducts the extended observation?

The extended observation is conducted by the primary appraiser.

Will I receive feedback on my extended observation?

The extended observation provides the appraiser and teacher the opportunity to discuss a full lesson. Written feedback will be provided, and a conference will be held within 10 working days.

Informal Observations

What is an informal observation?

Appraisers conduct informal observations in order to provide teachers with constructive feedback to improve practice. Appraisers can observe teachers at any time, in any school setting, of any duration, and with any frequency deemed appropriate. Any observed actions, evidence, or artifacts may inform a teacher's evaluation.

Observations of Virtual Instruction

Observations of asynchronous or synchronous online learning may be conducted to evaluate performance and inform teacher growth. Spot and Extended Observations conducted virtually should follow all approved protocols for documentation and feedback.

Summary

The following chart summarizes some of the key features of the observation types discussed above. All data gained from various observation types inform the teacher's Summative evaluation at the conclusion of the appraisal cycle.

Type	Duration	Minimum Frequency*	Format	Focus	Scored	Written Feedback	Conference
Spot	10-15 minutes	4	In Person or Virtual	Domains 2 & 3	Yes	Required within 2 working days	Recommended
Extended	45 minutes or determined by class length	Minimum of One (1)	In Person or Virtual	Domains 2 & 3	Yes	Required within 10 working days	Required within 10 working days
Informal	Any length	As determined by campus need	In Person or Virtual	Any	No	Optional	Optional

TEACHER PERFORMANCE: SUMMATIVE APPRAISAL

How is my total score for teacher performance derived?

Domains are assessed based on evidence and data collected by the teacher and primary appraiser throughout the year. Evidence and data are comprised of classroom observations, teacher and/or student artifacts, and other relevant professional practices.

- Domains 1 and 4 are scored based on evidence collected throughout the year.
- Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of spot observations, extended observations, and any type of informal observations conducted by appraisers.

No mathematical calculation is used to average the spot observations with each other or with the extended observation to arrive at the summative appraisal score. Rather, the appraiser considers all the evidence, including the spot observations and extended observation, and scores each rubric Indicator. In this way, the appraiser can account for anomalies and provide credit for growth during the year.

Each Indicator has a maximum score of three points (Unsatisfactory = 0, Progressing = 1, Proficient = 2, and Exemplary = 3). The total score is calculated by applying the appropriate Indicator weights (1x or 2.9x) and adding all weighted Indicator scores together. The maximum possible points is 100 (see chart below).

2022-2023 Teacher Performance Rubric Weighting

Performance Rubric Domains	Evidence Used	Max. Points
Domain 1 (5 Indicators; x1)	Artifacts and informal observations	15
Domain 2: (5 Indicators; x2.9)	Spot, extended and informal observations	43.5
Domain 3: (3 Indicators; x2.9)	Spot, extended and informal observations	26.1
Domain 4: (5 Indicators; x1)	Artifacts and informal observations	15
Base Point	Awarded to all teachers	.4
		TOTAL = 100

How will I receive my summative appraisal?

Teachers will engage in a conference prior to the end of the school year with their appraiser in which the summative appraisal is shared. In addition, the summative appraisal scores will be available in Cornerstone, Dallas ISD's online performance management system.

Do all my spots need to be conducted before I can receive my summative appraisal?

Appraisers may determine the summative appraisal score and hold the summative appraisal conference after half of the minimum number of spot observations and the extended observation have been conducted. This flexibility is to provide appraisers sufficient time to complete summative appraisal before the close of the school year.

Exception: For experienced, new-to-Dallas ISD teachers opting into the Distinguished Teacher Review in their first year with the district, a minimum of two spot observations and the extended observation must be conducted before the Summative appraisal and summative appraisal conference are held. This is a DTR requirement in order to allow time for applicants to go undergo the DTR process.

How will appraisers be held accountable for accurately assessing teacher performance?

TEI requires principals and assistant principals (the appraisers) to complete an annual certification process. The process includes demonstrating accurate scoring through video-based calibration exercises, passing an assessment on the TEI system, and engaging in supervised coaching and feedback field experiences before being able to formally evaluate teachers.

Second, the principal's own evaluation contains a congruence metric, which is designed to reward accuracy and prevent inflation or deflation of teacher scores. If teachers' performance and achievement scores are incongruent, it will be reflected in the principal's evaluation, with the principal receiving fewer points.

Third, executive directors (the principals' supervisors) support ongoing calibration training in their observation and support of principals.

What if I disagree with my summative appraisal?

Employees are encouraged to discuss their concerns and grievances with their supervisor/appraiser, principal, or other appropriate administrator.

Option 1: A teacher may submit a written rebuttal to the summative appraisal within 10 District business days of receiving their summative appraisal. Employees are notified of their 10-day rebuttal window via Cornerstone. Rebuttals submitted by employees are shared with their appraiser and added to the summative appraisal within their personnel file. **Appraisers are not required to respond or act on a written rebuttal. A written rebuttal is NOT a grievance.**

Option 2: A teacher may submit a request for a second appraisal within 10 District business days of receiving their summative appraisal. Employees are notified of this 10-day window—which coincides with the rebuttal window, via Cornerstone. The employee must submit the request for second summative appraisal in writing to tei@dallasisd.org during this window. Note that teachers are bound to the results of the second appraisal, whether higher or lower than the initial appraisal provided under TEI policy and guidelines.

Option 3: When informal discussions fail to resolve the concern or dispute, the employee may file a grievance with the Employee Relations Department. **The grievance process precipitates a response and/or action. See DGBA at <http://pol.tasb.org/Policy/Code/361?filter=DGBA>.**

A grievance form must be filed no later than fifteen (15) business days from the date the employee first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint. Please contact Employee Relations for additional information or clarification.

STUDENT ACHIEVEMENT: ACHIEVEMENT TEMPLATES



Which measures of student achievement will be included in my evaluation?

A teacher’s achievement score comprises multiple measures of student achievement whenever possible. The achievement score makes up 35 percent of the overall evaluation for Category A and B teachers and 20 percent of the evaluation for Category C and D teachers.

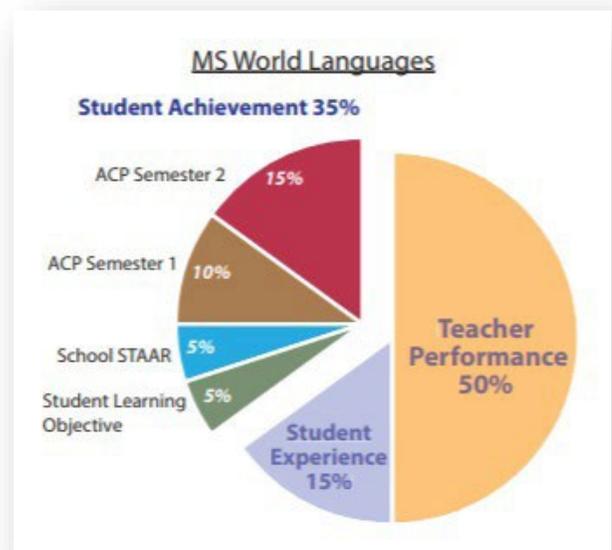
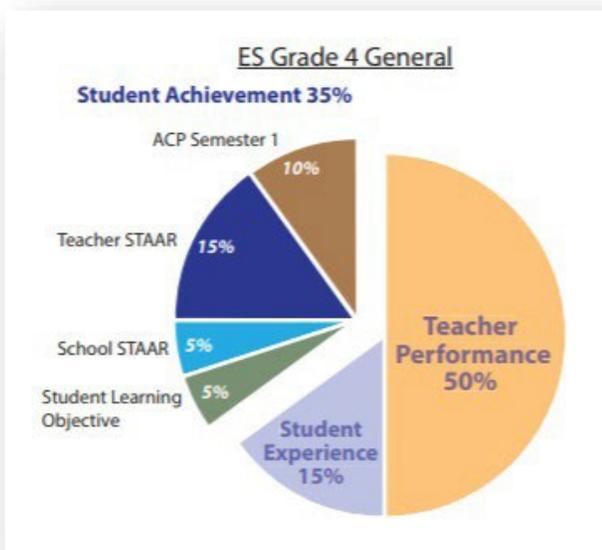
Every teacher has an achievement template, which defines the measures that are included in the achievement portion of the overall evaluation.

There are two measures that all teachers have as part of their achievement templates: Student Learning Objective (SLO) and School STAAR. For Category C and D teachers, these will be the only two measures that are used for their student achievement score. For Category A and B teachers, achievement templates include additional measures that are tied to the types of courses taught by the teacher and will include the appropriate standardized assessments for their grade and content: STAAR, NWEA MAP, TELPAS, ACPs, and other appropriate standardized assessments.

Where and when can I see the actual achievement template that will apply for me?

More than 30 specific achievement templates exist that distribute the percentage points in different ways according to appropriate assessments. For 2022-2023, achievement templates for Category A and B teachers apply only to teachers of record. The achievement templates are available online. Teachers will know their likely template(s) when they receive grade/course assignments for the 2022-2023 school year. See below for examples of achievement templates.

Examples of Achievement Templates



What if I teach more than one course?

Some teachers are assigned course schedules that cannot be defined by a single achievement template. When a teacher's schedule is defined by more than one achievement template, the teacher's achievement score is computed as a weighted average, as follows: achievement scores from each achievement template are weighted (i.e., multiplied) by the unique number of students contributing scores to any metric on the template. The weighted achievement scores are summed and then divided by the total number of students among all templates.

Who developed the achievement templates?

The district's Evaluation & Assessment and Teaching & Learning departments engaged teachers extensively in reviewing draft achievement templates beginning in the summer of 2013. Templates have been improved based on feedback from grade- and content-specific teachers.

What are Student Learning Objectives?

Student Learning Objectives (SLOs) are a measure of student growth during the year based on assessments *other than* standardized assessments that are already included in an achievement template. For Category A and B teachers, this component is 5 percent of the overall evaluation. For Category C and D teachers, this measure is 10 percent of the overall evaluation (i.e., half of the student achievement score).

The purpose of this measure is to capture information on student learning growth based on assessments that are important and meaningful but are not standardized measures already used in the achievement template. The intent is to focus professional conversation on student learning in order to support teachers in reaching the learning targets. The SLO is established at the beginning of the year with the approval of the teacher's appraiser and is assessed at the end of the year using a rubric (see Appendix B). This component was field-tested in 2013-14 by a group of principals and teachers.

Why is the *school's* STAAR performance part of *my* evaluation?

A school-level measure was included in the evaluation to foster collaboration across grade levels and content areas. For Category A and B teachers, this component is 5 percent of the overall evaluation. For Category C and D teachers, this category is 10 percent of the overall evaluation (or, one-half of the student achievement score). When school-level STAAR results are not available, the SLO is the entire student achievement score (or 20 percent of the overall evaluation).

NOTE: This section will continue to be updated and refined as ongoing analysis reveals ways to increase fairness, accuracy, and rigor for all teachers.

How does the calculation of metrics ensure equity given the diverse student skill levels across classrooms and schools?

Multiple measures are used to assess student learning in order to ensure equity among teachers. For the same reason, it is necessary to calculate multiple *metrics* for each assessment. For Category A and B teachers, the various measures of student achievement include (where possible) two types of metrics: “status” and “relative growth.”

The percentage of students who pass an exam is an example of a status metric. No allowance is made for students’ academic achievement levels at the start of the school year. This metric is traditional and easy to compute, but for students who are not yet at the proficient level, it does not provide any indication that students may have improved *toward* proficiency.

A second type of metric is one that measures *relative growth*. These metrics compare students’ scores to scores of other students who were at the same academic level in the prior year. When a teacher has high values for relative growth metrics, the teacher’s students have generally higher scores than other district students who started the school year at about the same academic level. The two relative-growth metrics being used in the district are CEI and academic peer groups (see below for more information).



The students’ overall performance will be measured in three ways and whichever calculation gives a teacher the most points is what will count for the evaluation.

For some measures, such as the STAAR and ACP results, the achievement template includes a status metric and two relative-growth metrics (CEI and academic peer groups), and the teacher is awarded points based on the highest of the three outcomes. That is, students’ overall performance is measured in three ways and whichever calculation gives a teacher the most points is what will count for the evaluation. This same approach is used at the school level for the school STAAR measure.

In this way, the plan is designed to reward significant academic improvement even if a teacher’s students started at a low level and are not yet proficient.

Beginning in 2017-2018, the maximum point value allowed for a status metric is 3/5, or 60 percent, of the measure points. For a measure worth ten points, the highest number of points that can be earned for the statistic for the status metric is six. The other two metrics can earn a teacher up to the full 10 points. Status metrics are “capped” in this manner for fairness. Magnet schools and schools with larger proportions of high-performing students will not be automatically granted the highest point values for these measures because students are already performing above the criterion. To earn the top two point values, these teachers must show evidence of value-add for these measures.

The target distribution still dictates cut points for measures with status metrics, but for these measures, a higher percentage of teachers will earn the top two point values from the non-status metrics than would otherwise be expected if all metrics could earn the same point values.

For the SLO, the focus is also on capturing student improvement regardless of starting place. The SLO differs from relative-growth metrics in that the teacher, with approval from the appraiser, designs the pre- and post-assessment and sets targets according to the beginning of the year baseline scores.

NOTE

The remainder of this section is particularly relevant for Category A and B teachers for the calculation of individual achievement metrics. Category C and D teachers may find this useful inasmuch as the information applies to the school STAAR measure, which is part of the achievement template for all teachers.

What is the target level of proficiency for the status measures?

For the status measure, teachers are assigned points based on the percentage of tests with “proficient” scores. For STAAR, this is the percentage of tests at Met Standard from the first administration, where applicable. For ACPs, it is the percentage of tests passed. For MAP, it is the percentage of tests at or above the 80th percentile.

What is the Classroom Effectiveness Index (CEI)?

The district has used one relative growth metric, Classroom Effectiveness Index, for many years, and it is used in TEI as one method of quantifying students’ academic improvement. Classroom Effectiveness Indices, or CEIs, evaluate a student’s performance on select summative tests by comparing his performance to that of all other similar students in the district. The value-added model used to compute CEIs addresses outside influences over which the teacher has no control by evaluating a student’s progress only in relation to similar students. The characteristics that determine similarity include two prior-year test scores, gender, English language proficiency level, socio-economic status, special education (SPED) status, talented and gifted (TAG) status, and neighborhood variables such as educational level and poverty index.

Among similar students, the typical or “average” score on a specific test is assigned a value of 50. (This is done so that all student outcomes, and hence teachers’ CEIs, are eventually comparable, regardless of the test taken by the students.) All students’ scores are placed on a scale from 0 to 100 based on how much better or worse they performed than this typical score among similar students. The teacher’s CEI is based on these individual student outcomes, after some adjustments for class size to ensure fairness for teachers with small numbers of students. For example, one unusually low student outcome will have much more impact on a teacher with 10 student outcomes than it would for a teacher with 50 student outcomes. A high CEI indicates that the teacher’s students generally outperformed students in the district with similar backgrounds, which includes starting the school year at the same academic level, even if the students are not yet achieving proficiency. The School Effectiveness Index (SEI) is calculated similarly to CEIs but at the school level. For more information about CEIs and SEIs, visit:

<http://mydata.dallasisd.org/MENU/CEI.jsp>.

What are Academic Peer Groups?

In addition to the CEI, the district has created a second relative growth metric as an alternative way that teachers can earn credit for students’ academic growth. In calculating this metric, students are placed in an “academic peer group” based on their scores from a STAAR, MAP, or ACP taken in the previous year. (The test scores available depend on the student’s grade-level and the subject of interest.) Students in grades 1-12 are placed in one of four peer groups, which are determined for each test so that each peer group has approximately the same number of students.

For every assessment for which peer groups can be constructed, the average score achieved in the current year by the students in a peer group is calculated. Each student can then be labeled as having scored “at or above” or “below” his or her group’s average. The final metric value is the percentage of the teacher’s students who scored at or above their peer group averages. As with the CEI, a student can outperform similar students (in this case, the students in the academic peer group) even if the student has yet to reach a level of proficiency, and this relative growth is rewarded by the metric. As a result, teachers of students who begin the school year at far below proficiency can be credited with moving the students toward proficiency.

Academic Peer Groups: Two Sample Scenarios

The chart below illustrates how two teachers’ academic peer group scores might be calculated. For simplicity, assume Teacher A and Teacher B each have 20 students and teach the same subject. Both teachers also have students at various beginning performance levels across the four groups. Each student was placed in a group based on the student’s score from a prior-year assessment (e.g., spring STAAR). The second column shows the average score, based on the current-year exam, of all district students in the group. Now, examine each teacher’s results as displayed in the last columns. For example, Teacher A had four students in Group 1 score higher than the district average. Across all four groups, Teacher A had 13 of 20 students (or 65 percent) exceed the average of their groups. Teacher B had 40 percent of students exceed their group averages.

Peer Group Averages: Two Teacher Examples

Spring 2021	Spring 2022 (Average Score)	Example Teacher A (20 students)	Example Teacher B (20 students)
 Group 1	61	4 students ≥ 61	1 student ≥ 61
 Group 2	76	3 students ≥ 76	2 students ≥ 76
 Group 3	82	4 students ≥ 82	3 students ≥ 82
 Group 4	91	2 students ≥ 91	2 students ≥ 91

13 ÷ 20 =
65% added value
(12 pts.)

8 ÷ 20 =
40% added value
(3 pts.)

We then take these two percentages of students and look at the scoring chart for all teachers who had students take the same exam to see how many points they might receive for this metric. According to the chart below, Teacher A would receive 12 points, and Teacher B would receive 3 points.

Sample Scoring Chart

Percent of teacher's students exceeding peer group mean score	Points
$\% \geq 72.0$	15
$63.0 \leq - < 72.0$	12
$50.0 \leq - < 63.0$	9
$43.0 \leq - < 50.0$	6
$31.0 \leq - < 43.0$	3
$\% < 31.0$	0

Do I really get the best of three metrics for my evaluation?

Yes. When the metric can be calculated for a particular assessment measure, teachers receive the highest number of points earned from the three metrics. Some teachers may not have three metrics available. To understand how this works, let's continue with our examples for Teacher A and Teacher B using STAAR as an example. Let's say that for both teachers STAAR represents 15 percent (i.e., 15 points) of their evaluation.

As an example, assume Teachers A and B have the potential to receive the following points from the three metrics.

Teacher STAAR Wedge Metrics	Sample Points – Teacher A	Sample Points – Teacher B
% Met Standard	6 out of 9	9 out of 9
CEI	9 out of 15	6 out of 15
Academic peer groups	12 out of 15	3 out of 15

In this scenario, Teacher A receives 12 points based on the teacher's Academic Peer Groups score and Teacher B receives 9 points based on the percentage of students at Level II (Recommended).

How are cut points set in each of the scoring charts?

Each metric has its own scoring chart, that is, there is one each for status, CEI, and academic peer groups. A scoring chart reports the number of points earned for ranges of metric values. Cut points for each metric within a measure are set so that points awarded to the measure (e.g., "ACP 1") follow a target distribution. There are six available score points for any measure. For example, the following table shows the target distribution if the measure "ACP 1" is worth 10 percent of the evaluation:

Points awarded (e.g., ACP is 10%)	0	2	4	6	8	10
Percentage of statistics	3%	12%	25%	40%	12%	8%

About 8 percent of teachers receive 10 points for this measure, 12 percent receive 8 points, 40 percent receive 6 points, etc. *NOTE: This section will continue to be updated and refined as ongoing analysis reveals ways to further refine the fairness, accuracy, and rigor for all teachers.*

By setting cut points in this way, we ensure equity across grades and content areas. That is, by using a target distribution, we ensure it is not easier to get more points in the Grade 3 Math ACP than it is in the HS Biology. The use of a target distribution allows equitable levels of rigor across grades and content areas.

What if some of my students qualify me for Category A or B because they have test scores but my students in another course do not have test scores?

The following requirements apply for teachers to be considered as Category A or B teachers:



Core Content Secondary

At least 50 percent of a teacher's teaching periods or at least 50 percent of the teacher's students are in at least one course that is covered by an achievement template.

Core Content Elementary and Non-Core (fine arts, PE) Secondary

If student achievement data is available and meets the criteria outlined below it will be calculated and included for all core content elementary and non-core (fine arts, PE) teachers at secondary levels.

If you do not meet the above requirements, you will be evaluated as Category C or D (depending on

whether your students are eligible to take the student survey).

How many of my students must have test scores to calculate achievement metrics for Categories A and B?

The answer is different for each metric. To compute a status metric, at least twelve students must have scores. For example, for a Grade 3 teacher of both reading/language arts *and* mathematics, the STAAR percentage at Met Standard will be computed if there are twelve students with scores from both the reading and mathematics Grade 3 STAAR tests.

However, if among the twelve students one student doesn't have a mathematics score, the calculation will not be made for the math STAAR; the calculation will be made for the reading STAAR if twelve scores are available. For CEIs, at least ten students must have a current-year score *and* two specific prior-year scores (for determining similar students). For academic peer group, at least ten students must have at least ten current-year/prior-year test score combinations which can be used in computing the metric for the teacher.

What happens when students have excessive absences or are assigned to my class after the school year (or semester) begins?

For a student to be included in the calculation of a teacher's achievement metrics, the student must be *scheduled into* and *in attendance* in an appropriate course with the teacher for at least 85 percent of the days during a "test term." Test terms for year-long and Semester 1 assessments begin on October 3, 2022*. They end on the last instructional day before the test window.

The test term for Semester 2 assessments begins on the first Monday in January and ends on the first Friday in May. In addition to meeting the minimum attendance requirement, students must be scheduled into a teacher's course by the start of the test term.

*Dates subject to change.

Which students will receive a student survey?

Student surveys are a component of teachers' evaluations for those who are a teacher of record for grades 3-12. Translation guides are available in Spanish and Burmese.

Why are student survey results part of my evaluation?

Research shows that student surveys of teacher performance had a higher correlation with a teacher's success with students than classroom observations. Student surveys not only provided an accurate picture of teacher performance that confirmed the results of observations and student assessment results, but also provided a source of helpful feedback that teachers can use to improve their instructional practice.

"Giving students a say in how much a teacher has really touched a student's heart really seems like a great opportunity."

– Dallas ISD Teen Board Member

What are the survey questions?

In alignment with the research, the district procured a research-based student survey that provides feedback to teachers and input for the teacher's evaluation. Dallas ISD has contracted with Panorama, an open-source student survey that publishes all survey questions online.

Teachers are encouraged to explore the questions used by this company online to become familiar with the type of questions that are included. Note that beginning with the 2020-2021 school year, an updated version of the Panorama Student Perception Survey was administered. Sample items are available [here](#) on the TEI website.

How will the student surveys be administered?

Student surveys are administered online via the Panorama platform.

Most students in grades 3-12, with some exceptions, will complete two surveys. At the secondary level, it is unlikely that all of a teacher's students will complete a survey for that teacher (due to the large number of students a teacher supports instructionally). In elementary schools, due to smaller-sized classrooms, it may be necessary to have all students complete surveys for their core teachers and one specialty teacher.

How will my student experience score be calculated?



Teachers with evaluation templates for Categories A and C have 15 percent of their evaluation based on student survey results. Similar to how achievement data is calculated (see section on metric calculations), a target distribution is used at the elementary core, elementary non-core, middle, and high school level. Since early grade-level students tend to provide more positive responses, using the target distribution method allows for greater equity across grade levels. This approach allows an equal percentage of teachers at the elementary, middle, and high school level to earn the same number of points.

What is a Distinguished Teacher?

A Distinguished teacher is one who earns an effectiveness level of Proficient II or higher. These teachers meet 2021-2022 DTR Eligibility Criteria, including performance metrics for teacher performance, student achievement, and student experience (if applicable).

Distinguished teachers also meet additional performance criteria assessed through a central review process, called the Distinguished Teacher Review.

What are the 2022-2023 DTR Eligibility Requirements?

Round 1: Fall 2022	Round 2: Spring 2023
<p>To be eligible to apply for DTR in the 2022-2023 school year, returning teachers who received a 2021-2022 TEI Scorecard must:</p> <ol style="list-style-type: none"> 1. Be in at least their third year of service; 2. Earn a minimum score of 80 on their 2021–2022 summative appraisal; 3. Earn at least half of available points on their student achievement and student experience components; and, 4. Receive a 2021–2022 TEI evaluation score within the top 30% of scores in their teacher category <p style="text-align: center;">2022-2023 DTR Eligibility will be noted on the 2021-2022 TEI Scorecard.</p>	<p>Teachers meeting criteria below may opt-in to the DTR process in Fall 2022 if meeting the requirements below:</p> <ul style="list-style-type: none"> • Be in <u>at least</u> the third year of teaching service in 2022-23 • Be new to the district OR did not receive a 2021-2022 TEI Scorecard in September 2022 • Complete Opt-In Process via Cornerstone task in October 2022 <p>In addition to completing the Opt-In Process in Cornerstone, appraisers must complete the following steps for the teacher to undergo the DTR process in Spring 2023:</p> <ul style="list-style-type: none"> • Complete half of required spots and extended observation before 01/20/2023 • Review appropriate common and mid-year assessment data for the teacher • Summative meeting minimum criteria (80) submitted before 01/20/2023 <p><i>Note: Teachers must receive at least half of available points from a combination of the Achievement and Experience points, if applicable, in the 2022-23 SY to earn distinguished status.</i></p> <p><i>**Round 2 DTR-eligibility will have no potential impact on compensation until 2023-2024 school year**</i></p>

It is important to note that a teacher may be eligible to submit a DTR Application for the Distinguished Teacher Review during the application period and still be deemed ineligible after the submission date.

What is the Distinguished Teacher Review (DTR)?

DTR-eligible teachers who wish to undergo the DTR process must submit a DTR Application with examples of their Leadership, Lifelong Learning, and Contributions to the Profession. Teachers may receive up to 8 points for Leadership, 6 points for Lifelong Learning, and 6 points for Contributions to the Profession. Each teacher’s primary appraiser will also verify the information submitted in the DTR Application prior to the information being reviewed and scored using the 2022-23 DTR Rubric by a trained Central Review Team within Human Capital Management.

Continuously DTR-eligible teachers must re-apply every three years. If the teacher does not re-apply, the teacher will be able to carry over DTR points if the teacher continues to meet the DTR eligibility criteria for an additional two years. If a teacher chooses to apply two consecutive years in a row, the teacher will receive the points earned from the most recent DTR Application.

How are my DTR points calculated?

Total DTR Points

A teacher’s DTR points are determined by adding the points from the DTR Application (i.e. the points from the review of Leadership, Lifelong Learning, and Contributions to the Profession). Additionally, beginning with the 2020-2021 school year, teachers may earn up to an additional 10 points for service in a High Priority Campus.

The total DTR points are then added to the current year’s achievement score, student experience score (if available), and the performance score to obtain the overall evaluation score. The performance score may be adjusted based on the teacher category in order to ensure equity across all teachers. Please see the appendix for an info graphic on how performance scores may be adjusted. Once all of the evaluation scores are calculated (for both teachers who underwent DTR and those who did not), cut points are established for the overall effectiveness levels based on the target distribution. Teachers are placed at the effectiveness level corresponds with their data, which may be lower than Proficient II.

High Priority Campus (HPC) Points

Teachers undergoing the DTR process receive three points for the first year they served in a Tier 1, now identified as High Priority Campus (HPC), school starting in the 2014-2015 school year. They will receive an additional point for the second year and one for the third year for a total of five points. **Beginning in 2018-19, the total number of points available for High Priority Campus (HPC) service increased to 10.** These points are awarded only to teachers undergoing the DTR process. A teacher must work in a High Priority Campus (HPC) school during the year of application for Distinguished status in order to earn these points. A central system tracks teacher eligibility for points based on teachers’ work location.

A current list of High Priority Campus (HPC) schools can be viewed at: www.dallasisd.org/tei

DTR Snapshot

After the DTR process is complete, DTR-eligible teachers will receive the points earned from the review of their DTR Application on their DTR Snapshot. It is important to remember that the DTR Snapshot reflects only one part of a DTR-eligible teacher’s evaluation score. Teacher will learn if they reached the Distinguished Effectiveness Level on their TEI Scorecard in the fall of 2023.

Total DTR Points	Component	Total Points Possible
	Total DTR Application Points	20
	High Priority Campus (HPC) Points	3/4/5/6/7/8/9/10
	Total DTR Points	23/24/25/26/27/28/29/30

How do my scores from the teacher performance, student achievement, and student experience scores translate into an evaluation rating?

There are four major steps in developing an overall evaluation rating and effectiveness level. The sample teacher evaluation scorecard for a Category A teacher on the next page will help illustrate the following steps. The steps for other categories are similar with relevant adjustments being made for available measures.

Step 1: Calculate each component score

As described in earlier sections, each component of a teacher’s evaluation template – teacher performance, student achievement, and student experience– is calculated according to the percentages associated with each category (A, B, C, or D). In this example, the teacher received a performance score of 54 (from the rubric), which translates to 27 teacher performance points for this Category A teacher ($54 \times 50\% = 27$). The achievement score is a total number of points from each achievement measure. The student experience score is the points from the student survey results.

Step 2: Add component scores to total an overall evaluation score

Each component score is then added for an overall score. In this example:
 Teacher performance (27) + student experience (8) + student achievement (21) = 56 points

Step 3: Determine average evaluation score and evaluation ratings using the target distribution

When the teacher’s category remains unchanged in the current and prior evaluation cycles, the Evaluation Rating is determined by averaging the current and prior years’ evaluation scores. Evaluation ratings, then, are determined from that average evaluation score using the target distribution as a guide (see table below). This is similar to the process described earlier for establishing cut points for the achievement section (which also applies to the performance and student experience components).

In this case, percentages apply to each category of teachers separately so that each category (A-D) will have a unique set of cut points for translating an evaluation score into an evaluation rating.

Evaluation Rating:	Unsat	Progressing		Proficient			Exemplary
		I	II	I	II	III	
Category A teachers	3%	12%	25%	35%	17%	6%	2%
Category B teachers	3%	12%	25%	35%	17%	6%	2%
Category C teachers	3%	12%	25%	35%	17%	6%	2%
Category D teachers	3%	12%	25%	35%	17%	6%	2%

*Beginning in 2021-2022, the district will utilize separate targeted distributions for Choice and Comprehensive campuses to determine Evaluation Rating.

As discussed earlier, using a target distribution ensures equity. In this way, one category does not have an advantage or disadvantage. For example, with a target distribution, there are roughly an equal percentage of proficient II teachers in category A compared to category B (or C or D). Note that using a target distribution could result in teachers in different categories having the same evaluation score but earning different evaluation

ratings. For this reason, comparisons of evaluation scores can only be done within a category and not across categories.

Step 4: Apply relevant rules to determine effectiveness level

Each year, teachers receive both an evaluation rating and an effectiveness level. The evaluation rating is discussed above. A teacher’s effectiveness level is what is associated with compensation. In addition, relevant rules are applied to the evaluation rating (e.g., proficient I requires three years of teaching experience) before generating an effectiveness level.

The effectiveness level cannot change (increase or decrease) by more than one level from one year to the next, *with an exception for teachers with two or more years of service who are new to the District or teachers in exactly their third year of service (ie no more, no less) who are applying for DTR for the first time.*

Beginning in 2021-2022, the effectiveness level will not decrease for four years after an evaluation rating first indicates that the effectiveness level should otherwise decrease. In the fifth year, the effectiveness level can decrease one level if indicated by the latest evaluation rating.

SUMMARY OF RULES: EVALUATION RATING & EFFECTIVENESS LEVEL

- All teachers receive an evaluation rating and an effectiveness level each year
- Based on evaluation data from 2014-2015, all teachers receive an effectiveness level at the beginning of the 2015-2016 school year
- In subsequent years, effectiveness levels are based on the average of two years of evaluation ratings
- Teachers can move up a maximum of one effectiveness level per year. An exception exists for teachers with two or more years of service who are new to the District or teachers in exactly the third year of service (ie no more, no less) who are applying for DTR for the first time. These teachers may earn an effectiveness level up to Exemplary I

The following rules are applied when determining Effectiveness Level only:

- Novice:** All newly hired teachers with zero years of experience
- Progressing I:** Requires completion of one year of service as a classroom teacher
- Progressing II:** Requires completion of two years of service as a classroom teacher
- Proficient I:** Requires completion of three years of service as a classroom teacher
- Proficient II & Above:** Requires Distinguished Teacher Review
- Exemplary II:** Requires at least one year as an Exemplary teacher
- Master:** Requires at least two consecutive years as Exemplary II and at least four consecutive years as a Distinguished teacher at a High Priority Campus

Note: For effectiveness levels at proficient II or higher, teachers must undergo the Distinguished Teacher Review process. For more about this process and to learn how to achieve exemplary II and master effectiveness levels, see the section on Distinguished Teacher Review.

Is there a minimum number of days a teacher must work to be eligible for a higher effectiveness level?

Teachers must be hired into a TEI-eligible position no later than the last instructional day of the fall semester to receive an evaluation rating for the current year and an effectiveness level for the following year. Teachers hired after this date will be evaluated with TEI, receiving a summative evaluation score and points for any other viable

TEI components, but the evaluation score will not be assigned an evaluation rating and there will not be an effectiveness level. These values will be reported as “No Rating” and “No Level” on the teacher’s scorecard.

What if I disagree with my TEI Scorecard?

Teachers are afforded rebuttal and grievance windows for the final TEI Effectiveness Level upon receipt of the TEI Scorecard in September.

Option 1: A teacher may submit a written response or rebuttal within 10 working days of receiving their summative evaluation. Employees are notified of their 10-day rebuttal window via **Cornerstone**. Rebuttals submitted by employees are shared with their appraiser and added to the summative performance evaluation within their employee file. **Appraisers are not required to respond or act on a rebuttal. A rebuttal is NOT a grievance.**

Option 2: When informal discussions fail to resolve the concern or dispute, the employee may file a grievance with the Employee Relations Department. **The grievance process precipitates a response and/or action. See DGBA at <http://pol.tasb.org/Policy/Code/361?filter=DGBA>.**

A grievance form must be filed no later than fifteen (15) business days from the date the employee first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint. Please contact Employee Relations for additional information or clarification.

Sample Category A DTR Eligible Teacher Evaluation Scorecard

NOTE: All data displayed are for illustration purposes only.

2018-19 Effectiveness Level		Distinguished Teacher	Proficient II			
2017-18 Average Evaluation Score and Evaluation Rating		81 – Proficient II				
Category A Evaluation Ratings						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
0 - 41	42 - 52	53 - 63	64 - 80	81 - 89	90 - 96	97 - 114
2016-17 Category A Evaluation Score: 81				2017-18 Category A Evaluation Score: 80		
TEI Evaluation Component	Points Possible	Result / Information	Points Earned			
Teacher Performance	40 ^①	Summative: 91 Points: 50% of 91 (before DTR adjustment)	40			
Student Experience	15	92% favorable responses	9			
Student Achievement	35		16			
School STAAR	5		3			
Student Learning Objective (SLO)	5		5			
Template: ES Grade 5	25	42 students	8			
STAAR Grade 5	15	% tests that "met grade level" standard: 49.3 (6) STAAR CEI: 44.6 (3)	6			
ACP Semester 1 Grade 5	10	% scores over peer group average: 43.3 (6) % tests passed: 63.9 (2) ACP CEI: 31.4 (0) % scores over peer group average: 31.7 (2)	2			
Distinguished Teacher Review	25		15			
Application Score (max 14; adjusted to 20)	20	Adjusted points: 8/14 x 20	11			
Leadership	6		4			
Lifelong Learning	4	Eligible for 2018-19 DTR	3			
Contributions to Profession	4		1			
Tier 1 Service while DTR eligible	5	Years of service at a Tier1 campus: 2	4			
<small>INFORMATION ABOUT DTR ELIGIBILITY FOR 2018-19: Teacher is eligible to apply for Distinguished Teacher Review in 2018-19 based on existing eligibility criteria. Go to www.dallasisd.org/tei for information about DTR eligibility requirements and the DTR application process.</small>						
<small>① Maximum performance points possible for this teacher due to DTR-related adjustment. Value is 10 points less than evaluation template maximum.</small>						

The following provides a summary of the evaluation process for the 2022-2023 school year. The following provides a summary of the evaluation process for the 2022-2023 school year.

Process Step	Component	Timeline	Description
Training & Orientation	<i>Performance</i>	August 2022	<ul style="list-style-type: none"> • Training on system • The principal communicates school goals to inform teacher goal-setting
	<i>Achievement</i> <i>Experience</i>		
Goal-Setting Conference: PD Plan & Student Learning Objectives	<i>Performance</i> <i>Achievement</i>	October 7, 2022	<ul style="list-style-type: none"> • Appraiser and teacher agree on Student Learning Objectives (SLOs) and a Professional Development Plan (PDP)
Spot Observations	<i>Performance</i>	August – May 2023	<ul style="list-style-type: none"> • 10-15-minute observations, • Focused on 8 indicators • Written feedback required
Extended Observation w/Conference	<i>Performance</i>	By April 13, 2023	<ul style="list-style-type: none"> • One 45-minute observation per year • Focused on 8 indicators (Domains 2&3) • Written feedback & conference required
Summative Appraisal and Summative Appraisal Conference	<i>Performance</i>	By April 27, 2023	<ul style="list-style-type: none"> • All four domains (18 indicators) scored based on all evidence • Written feedback & conference required
Summative Rebuttal or Request for Second Appraisal	<i>Performance</i>	May 1 – May 12, 2023	<ul style="list-style-type: none"> • District 10-day window for teachers to submit a written rebuttal or request a second appraisal in writing to tei@dallasisd.org.
Student Surveys	<i>Experience</i>	April 2023	<ul style="list-style-type: none"> • Student surveys administered and scored
SLO Goal Accomplishment	<i>Achievement</i>	May 22, 2023	<ul style="list-style-type: none"> • Teacher submits accomplishment of Student Learning Objective, including artifacts and scoresheet
Assessments	<i>Achievement</i>	December 2022 and Spring 2023	<ul style="list-style-type: none"> • Assessments administered and scored
Distinguished Teacher Reviews (DTR)	<i>Performance</i>	November-May 2023	<ul style="list-style-type: none"> • Teachers eligible for DTR apply and are assessed and scored
TEI Scorecard: Evaluation Rating & Effectiveness Level	<i>Performance</i> <i>Achievement</i> <i>Experience</i>	September 2023	<ul style="list-style-type: none"> • Teachers receive final evaluation rating and effectiveness level • Compensation increases (as applicable)

SUPPORTING EXCELLENCE

How will I be supported?



How is the district enhancing its support for teachers' professional growth?



To build an effective support system for teachers, the district provides supports across multiple professional learning contexts, leverages technology to support professional learning and collaboration, and provides differentiated professional development options based on data and tailored to teachers' needs. Dallas ISD focuses on enhancing job-embedded professional development while also identifying strategic professional development initiatives that leverage the district's size and its diversity of school contexts.

Research has shown that teachers reflect on and improve their practice on four primary contexts—self-reflection, one-on-one coaching, learning in teams, and large group professional development sessions. Dallas ISD's plan over the next three years includes a focus on these four contexts as well as other integrated and strategic supports:

Fostering Self-Facilitated Learning Opportunities

- Create short exemplar videos of Dallas ISD teachers representing each Indicator of the new performance rubric in various content areas
- Customize a user-friendly technology platform that facilitates data analysis and reflection as well as tools to incorporate insights into planning

Enhancing One-on-One Coaching and Peer Coaching Supports

- Develop extensive calibration modules for school leaders and instructional coaches to ensure a common vision of excellence
- Create an online resource bank with videos and modules for school leaders and instructional coaches on developing effective coaching relationships and providing effective feedback
- Provide ongoing instructional support through campus-based mentoring and coaching

Empowering Teacher Teams

- Provide tools and resources for teacher teams (e.g., toolkits, videos of effective team practices)
- Create virtual PLC modules that facilitate collaboration among role-alike teachers within and across campuses
- Develop live and online modules for team leaders
- Support school leaders and coaches in effectively supporting teams (e.g., scheduling logistics, coaching teams)

Increasing Whole-Group Training Offerings

- Develop a series of one-hour model PD modules with facilitator guides aligned to rubric indicators to support campus leaders in facilitating whole-group PD sessions (e.g., when introducing a topic)
- Create modules to support principals in developing a comprehensive framework for job-embedded PD on campus, including work on deepening content knowledge

Building Robust District Content Workshops

- Build and provide a set of workshops (e.g., Tuesdays and Saturdays) that are designed to build campus and content expertise in areas of need

Professional Development Plan, During the School Year

- All teachers evaluated under TEI are required to complete an individualized Professional Development Plan (PDP) by October 7th
 - The intent of the Professional Development Plan is to focus a teacher’s professional goals around two indicators on the rubric.
 - One PD goal must align to an Indicator in domain 2 of the performance rubric. The other can be aligned to any Indicator within any domain that the teacher selects.
 - The Professional Development Plan isn’t intended to be scored, as it provides support that is aligned to the teacher performance rubric. Each plan is differentiated depending on a teacher’s needs and areas of focus for the current school year. A teacher’s PDP will likely align to their school’s action plan to support identified goals for their campus.
- This document is intended to guide professional development conversations between the teacher and appraiser as a component of Supporting Excellence that aligns to the teacher’s evaluation.
 - The Professional Development Plan should be discussed by the teacher and their primary appraiser during the teacher’s goal-setting conference prior to October 7th.
 - The appraiser will then approve the Professional Development Plan if the goals appear appropriate given their identified areas of growth and their campus goals. Please note that the Professional Development Plan is merely approved in Cornerstone and is not scored.

Personalized Professional Learning & Development, Outside of the School Year

Professional development planning will be guided by the teacher, campus principal and campus instructional coach using end-of-year Summative Score or TEI Appraiser recommendations. Structured choice would be implemented in order to motivate and personalize learning for all Dallas ISD teachers.

We encourage our teachers to visit the Professional Development website, <https://www.dallasisd.org/pdl> to access instructional support resources and professional development opportunities.

REWARDING EXCELLENCE

How will I be compensated?



Why do we use a strategic compensation system?

A reliable and accurate evaluation system provides the opportunity to align teacher compensation with student learning and growth – our core mission. To maximize its effectiveness, we must align our systems for evaluation, support, and compensation – along with other human capital management processes such as attracting new teachers.

With the traditional teacher salary schedule – with its simple measures of years of service and degrees – increased compensation is automatic and made with little regard to teacher performance and student outcomes. The teacher salary schedule at its core is not designed to promote teacher competency or to support student academic proficiency.

If our primary job is to prepare college- and career-ready students, then an effective system would place a premium on results and reward teachers accordingly. There is growing consensus that change is needed in the profession on compensation. For example, the Texas Teaching Commission recommends that except for cost-of-living adjustments, all raises should be tied to a teacher’s effectiveness.

Our goals for strategic compensation are to:

- Support the recruitment and retention of highly effective teachers
- Differentiate salaries to reward teachers who perform well and raise student achievement
- Enable the organization to shift compensation from factors that have not helped to raise student achievement or the quality of instruction to those that do
- Reward professionalism and leadership

What is the strategic compensation system?

The district has eliminated the traditional teacher salary schedule for classroom teachers. The traditional salary schedule is replaced with nine effectiveness levels.

The salaries under TEI are significantly higher than career-path-equivalent ones in other local districts. Moreover, the main benefit with regard to compensation is the earning potential over several years. Additionally, a teacher that continues to grow and increase in effectiveness over time would earn considerably more over his/her career.

Teacher Excellence Initiative									
Days	Unsat	Progressing		Proficient			Exemplary		Master
		I	II	I	II	III	I	II	
187/191	\$47,000	\$60,500	\$61,000	\$67,500	\$70,500	\$75,500	\$79,500	\$84,000	\$100,000
195	\$49,011	\$63,088	\$63,610	\$70,388	\$73,516	\$78,730	\$82,901	\$87,594	\$104,278
205	\$51,524	\$66,324	\$66,872	\$73,997	\$77,286	\$82,767	\$87,152	\$92,086	\$109,626
207	\$52,027	\$66,971	\$67,524	\$74,719	\$78,040	\$83,575	\$88,003	\$92,984	\$110,695
215	\$54,037	\$69,559	\$70,134	\$77,607	\$81,056	\$86,805	\$91,404	\$96,578	\$114,973

If a teacher receives a raise under TEI, when is compensation adjusted?

Given the time required in aggregating the data and the calculation steps required, teachers who were evaluated under TEI in the previous school year receive a TEI Scorecard with an effectiveness level in September. Teachers will receive their new salary beginning in their October paycheck. For teachers who receive a raise under the TEI, teachers receive retroactive pay for the difference between their old and new salaries for September as a separate amount in their October paycheck.

Can my salary ever go down?

For teachers who were with Dallas ISD prior to the 2016-17 SY: A teacher's salary may decrease if his/her salary first increases above their salary floor, but then the teacher has less than expected performance for four consecutive years. The teacher's salary would go down to the salary level associated with one lower effectiveness level, but it would not drop below the teacher's salary floor.

For teachers who begin with Dallas ISD in 2016-17 SY or later: A teacher's salary may decrease/increase based on the first TEI effectiveness level earned. Once a teacher holds a TEI effectiveness level, the salary will not decrease until the teacher has less than expected performance for five consecutive years. The teacher's salary would go down to the salary level associated with one lower effectiveness level.

Will there be adjustments for inflation or cost-of-living?

The compensation scale is reviewed annually by the Human Capital Management compensation team to determine if the scale is competitive and to make recommendations to adjust it if necessary.

Will stipends continue?

Stipends for hard-to-fill areas (e.g., bilingual teachers) will continue in future years based on need. Beginning in 2020-21, eligible teachers may receive additional stipends through the Teacher Incentive Allotment based on Effectiveness Level and campus assignment. Stipends will continue to be reviewed by Dallas ISD.

Do advanced degrees count for anything in TEI?

Graduate degrees and/or continuing education credits may be considered as evidence of lifelong learning, which is part of the criteria for becoming a Distinguished teacher.

If I have more questions regarding compensation who can I contact?

Please see the Compensation FAQ online for answers to more questions regarding teacher compensation, or contact the Compensation Department at notifycomp@dallasisd.org for questions regarding salaries. Also, feel free to visit the Teacher Excellence Initiative website at tei.dallasisd.org or reach out to the TEI Team at tei@dallasisd.org for general TEI questions.

IMPLEMENTATION PARAMETERS

- All teachers receive an evaluation rating and an effectiveness level each year
- Based on evaluation data from 2014-2015, all teachers receive an effectiveness level at the beginning of the 2015-2016 school year
- In subsequent years, effectiveness levels are based on the average of two years of evaluation ratings
- Teachers can move up a maximum of one effectiveness level per year. An exception exists for teachers with two or more years of service who are new to the District or teachers in exactly the third year of service who are applying for DTR for the first time. These teachers may earn an effectiveness level up to Exemplary I.

The following rules are applied when determining Effectiveness Level only:

- Novice:** All newly hired teachers with zero years of experience
- Progressing I:** Requires completion of one year of service as a classroom teacher
- Progressing II:** Requires completion of two years of service as a classroom teacher
- Proficient I:** Requires completion of three years of service as a classroom teacher
- Proficient II & Above:** Requires Distinguished Teacher Review
- Exemplary II:** Requires at least one year as an Exemplary teacher
- Master:** Requires at least two consecutive years as Exemplary II and at least four consecutive years as a Distinguished teacher in a High Priority Campus

SUMMARY: EVALUATION RATINGS, EFFECTIVENESS LEVELS, AND SALARIES

Evaluation ratings are determined from evaluation scores based on teacher performance, student achievement, and student experience.

Effectiveness Levels are determined from evaluation ratings and require the application of relevant rules discussed earlier (e.g., achieving a Proficient II effectiveness level requires DTR).

Compensation levels are determined from effectiveness levels and require the application of a different set of rules discussed earlier (e.g., salaries will never go below the 2014-15 level).

The information below illustrates the relationship among these three concepts.

Evaluation Ratings		Effectiveness Levels		Compensation Levels
Unsatisfactory	APPLY RULES	Unsatisfactory	APPLY RULES	\$47,000
Progressing I		Progressing I		\$60,500
Progressing II		Progressing II		\$61,000
Proficient I		Proficient I		\$67,500
Proficient II		Proficient II		\$70,500
Proficient III		Proficient III		\$75,500
Exemplary		Exemplary I		\$79,500
		Exemplary II		\$84,000
		Master		\$100,000

APPENDIX

A. Version Log

Appendix A

Version	Date	Location	Description
1.0	08/08/2022		Draft
2.0			
3.0			

